

# Horton Day Nursery and Nursery School

Horton Hospital, Oxford Road, Banbury, Oxfordshire, OX16 9AL

<b>Inspection date</b>	13/10/2014
Previous inspection date	21/07/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff work closely with parents, enabling them to meet children's needs and provide support to families.
- Children feel secure and valued as staff listen to what they say, respond and provide help when they need it.
- Staff training ensures that they are knowledgeable about safeguarding policy and procedures, which helps keep children safe.
- Staff use their observations to effectively plan for children's next steps in learning and assess their progress accurately

### It is not yet outstanding because

- At times, staff supervising children with English as an additional language do not take opportunities extend their language during free play.

## **Information about this inspection**

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector gained the views of parents spoken to on the day of the inspection.
- The inspector made a number of observations of activities, including a joint observation of an activity with the manager.
- The inspector reviewed a sample of the nursery's documentation, including children's development records and systems for tracking their progress.
- The inspector met with management to discuss recruitment and safeguarding procedures.
- The inspector held a number of conversations with children and staff, and had discussions with the manager and the deputy.

## **Inspector**

Amanda Perkin

## Full report

### Information about the setting

Horton Day Nursery registered in 1996. It operates from purpose built premises in the grounds of Horton Hospital in Banbury, Oxfordshire. It is one of six provisions run by the Oxfordshire-based Bramleys Nurseries chain. The nursery serves the local area and has links with local schools. There is a fully enclosed area for outdoor play and parking is available immediately outside the nursery. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It supports children with learning difficulties and/or disabilities and children who speak English as an additional language. Care is provided on the ground floor and accessible toilet facilities are available. The group opens five days a week for 51 weeks of the year. Sessions are from 7am until 6pm, and morning and afternoon sessions are available. The setting employs 16 members of childcare staff. Of these, 15 hold appropriate early years qualifications including one who holds Qualified Teacher Status and works at the setting term-time only. The nursery receives funding for the provision of free early education for children aged two, three and four.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- enhance further the support for children who are learning English as an additional language, to encourage them to explore English during their free play.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff have a good knowledge and understanding of the Early Years Foundation Stage and the quality of teaching is good. Staff assess children's starting points through information obtained from parents and through established settling-in sessions. Staff observe children as they engage in activities that they choose to do, and note what and how they are learning. They use this information to plan the next stage in each child's learning. The whole staff team contribute to planning, with each staff member providing information for their key children's next steps in learning. Staff support children's learning records with many photographs of activities and children's individual creative work. Parents regularly speak with their child's key person about their child's progress and their development plan. This means that parents know what their child is learning and are able to support this at home. As a result, children make good progress in their learning.

Staff provide a broad and varied range of activities that effectively support children's learning. Children share books with staff, sing songs and enjoy exploring the water tray with boats and small model figures. Staff enable children to access activities easily,

providing resources to reflect differing abilities and interests. For example, they provide an interesting range of materials for arts and craft, including paint and flour. Children enjoy activities that support their physical skills while also promoting their interest in the world around them. For example, they experiment with moving sand, using pebbles and shells. As children play, staff use ongoing discussion to extend their enjoyment and their learning.

Overall, staff support children's communication and language well. Those working with babies speak to them constantly and value the sounds they make, engaging them in turn-taking conversations style exchanges. Staff supervising older children ask some questions to encourage them to think and form responses. They also model counting and letter sounds to support develop children's vocabulary, including mathematical language, and teach them how to express themselves. There are effective arrangements to work with children who are learning English as an additional language. Staff use key words in children's home languages to greet and praise them. They also tailor children's learning around their interests to help engage them and extend their language. However, they do not always engage with children to fully extend children's English during their freely chosen play. This limits the encouragement they receive to use language to express their own ideas.

Children's concept of mathematics is developing well. They are confident in using numbers in their play and staff encourage them to count throughout the day. For example, while waiting for their turn to wash their hands before lunch, the children sang counting song about pigs going to market. Children are able to count down and hold up fingers to show how many pigs remain. Children show enthusiasm and excitement while outdoors. They take part in a good range of activities and experiences to practise their physical development including riding on bikes. Children are able access the outdoor area freely throughout the session, effectively supporting those who learn best outside.

Partnerships with parents are positive. Parents report that they value the support and reassurance they receive from the nursery and state that their children enjoy attending. Staff talk to parents on a daily basis, giving advice and guidance where necessary, such as helping parents to understand the next steps their child will make in their learning. The nursery works in close partnership with the local primary schools and health visitors to provide a wide range of support with families. Children visit their new schools before starting, and teachers come and visit them in the nursery during the summer term. This enables all children to prepare well for their next stage of learning at school.

### **The contribution of the early years provision to the well-being of children**

Staff provide a welcoming and safe environment for all children and babies. The established key-person approach helps to promote children's well-being and independence. Staff know the children and their individual routines extremely well and are very kind, caring and supportive; this helps children to form secure attachments. Staff deployment is good and each staff member is clear about their responsibilities as a key person. Parents comment that they are able to build positive relationships with key

persons and appreciate the support they receive.

Children behave well. Staff provide clear guidance about what is acceptable behaviour. Children enjoy each other's company, play cooperatively and show great care of each other. They are confident in exploring their surroundings and enjoy the outdoor space. Children enjoy hearty, well-balanced and nutritious meals. Water is readily available for children to reach throughout the day. Staff use mealtimes effectively to promote a good range of age appropriate social skills. Children develop independence and self-confidence through having a go at doing things for themselves. At lunch time staff encourage them to serve themselves vegetables and to pour their own drinks. Older children are able to attend to their own toileting needs, and use the bathroom when they need to. Staff encourage children to dress independently when changing to play in the outside area.

Children's safety is a high priority. Staff undertake detailed written risk assessments so children can take supervised risks in safe surroundings and go on outings including visits to the neighbouring hospital. The good organisation of the environment and resources aids children's independence. Staff provide a wide range of toys, stored in units at a low level, which children safely access. Staff protect children well with robust security arrangements. These include key pad entry systems and security cameras showing who is at the main door. In addition, the manager and proprietor are able to monitor cameras in each nursery room from the office. The management team have strong links with other agencies and professionals who provide support with their specialist knowledge and skills. This supports the successful inclusion of children with any special educational needs and/or disabilities to ensure they have the necessary support to help them achieve well.

### **The effectiveness of the leadership and management of the early years provision**

Leadership of the nursery is good and is based on a clear determination to meet the needs of children and parents. There are good arrangements to implement the Early Years Foundation Stage requirements. Staff supervise children vigilantly and maintain appropriate ratios at all times. The nursery has robust recruitment procedures. Rigorous vetting procedures determine the suitability of all adults prior to them starting work. Staff complete thorough risk assessments, including daily checks. They encourage children to assist in this process, helping them to learn how to keep themselves and others safe. Staff take prompt action to address any potential hazards, helping to ensure the environment remains safe at all times. Staff have a good awareness of safeguarding procedures and know how to recognise, record and report concerns they may have about a child in their care. The management team provide good support to make sure that staff knowledge remains up to date through flow charts, in-house training and regular recaps at staff meetings.

The management team supports the staff well. They provide good training opportunities and promote professional development. For example, the induction process includes the manager spending time with each new employee explaining the policies, procedures and training requirements. These are then followed up with further meetings at intervals of

thirty, sixty and ninety days. This enables staff to gain a thorough understanding of all working practices and to seek additional support or clarification where necessary. It also allows managers to be confident that staff are working consistently and are clear on their individual responsibilities. The manager receives ongoing support from the leadership team and the group's quality assurance manager.

The management team directly monitor observations and assessments of children in order to ensure that educational programmes are successfully supporting children's learning. Effective self-evaluation takes into account staff and parents' views using questionnaires, a suggestion box and regular meetings. This allows the management team to gain an accurate understanding of the strengths and weaknesses of the nursery. They devise improvements plans and evaluate and update these regularly.

Staff maintain good partnerships with parents. In addition to regularly seeking parents views, staff provide a good level of information about the nursery. They do this through discussion, newsletters, a website and an open door policy. Staff also maintain strong partnerships with the local schools in the same town, as well as other relevant external agencies. These close partnerships helps to ensure continuity in each child's care and learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	133621
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	840998
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	79
<b>Number of children on roll</b>	79
<b>Name of provider</b>	Bramleys Nurseries Partnership
<b>Date of previous inspection</b>	21/07/2009
<b>Telephone number</b>	01295 229083

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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